

dersigned teachers of Virginia, most urgently express the desire for legal regulations requiring school superintendents and trustees when constructing new buildings to have them meet approved standards in fire protection, heating, lighting, toilet facilities, ventilation, and water supply.

We find that the state of Ohio is, or was only recently, the only state in the Union meeting complete standard regulations. Virginia in recent surveys is shown to have in many schools a moderate degree of necessity provisions, but we desire for every school in the Commonwealth the most approved equipment for the conservation of life and health, and for the most efficient work.

We are now required, under the West Law, to prepare ourselves to do certain things for the health and welfare of our pupils that we cannot possibly do in many of our schools because of poor equipment or no equipment. We are required to pass examinations by 1925 to prove our ability to put into effect the requirements of the said law; and we earnestly recommend that plans be laid at once that will make our effective compliance with these requirements possible.

Therefore we recommend that all plans and specifications for new school buildings be subject to approval by the State Board of Education or competent inspectors appointed by the said Board, and that a responsible committee of inspectors be provided in each county and city to see that the requirements are carried out in all new school buildings erected.

CURRENT EDUCATIONAL PUBLICATIONS

CIVIC SCIENCE IN THE COMMUNITY

Science teaching has become more and more practical. The old ideas of a mere theoretical discussion, because of unmistakable educational values, have gradually given place to the notion that these values are none the less certain when practical applications are made of them. Hence, the titles for a

CIVIC SCIENCE IN THE COMMUNITY, by Hunter and Whitman. American Book Company. New York: 1923. 430 pages.

rapidly increasing number of texts, in pretty much all phases of science, show a recognition of a demand on the part of both public and educators in the use of the terms "Practical", "Applied", "Household", "Everyday", "Common", "Civic", "Community," and so on.

Nowhere has the emphasis upon applicable knowledge been more evident than in General Science. The story of the development of General Science from the old "Natural Philosophy" to the current treatments under the title of "Everyday Science" is not as long a one as may be found in many another subject of educational value. The physics, chemistry, and bacteriology, "with applications," have now become "science" with a nucleus, such as the home, the shop, the farm, or the community. The most recent development in this field is Hunter and Whitman's *Civic Science in the Community*.¹

Hunter and Whitman's *Civic Science in the Community* replaces for those desiring a single volume the separately published volumes by these authors, the one dealing with science in the home, the other with science in the community. The combined work is the product of much of the best thought in the line of general science.

As a textbook in introductory science it represents a carefully selected group of topics calculated to awaken interest in the minds of boys and girls. The material is gathered under the six major heads, "Advantages Offered by the Community," "Weather and Climatic Conditions," "Water and Its Place in the Life of the Community," "How the Community Cares for Its Citizens," "Transportation and Communication," and "How Life on the Earth Has Improved." At the head of each chapter, presenting the sub-heads under the general topics, is the statement of a series of problems, experiments, and projects, the principles underlying these constituting the subject-matter of the chapter.

Children's interests in science are carefully observed; and the methods of treatment are adapted to children. The volume, in brief, is intended to round out some of the science information previously acquired by the pupil, to add new information regarding his relations to his fellows, and through its point of attack to teach good citizenship, good morals and straight thinking. The work is ad-

mirably illustrated and well provided with all the teaching aids necessary for an adequate year's work in general science.

JAMES C. JOHNSTON

PRACTICAL MAP EXERCISES AND SYLLABUS IN EUROPEAN HISTORY, in two parts: Part I, to 1714; Part II, since 1714, by Mildred Bishop and Edward K. Robinson. Ginn & Company, New York. 1923. Price, for each part, 56 cents.

This is a series of Map Studies intended to fix clearly in the mind of the student the more important geographical and political features that influenced the course of ancient and medieval history. This is in keeping with the growing tendency to lay more and more stress upon map work as essential to an understanding of history. As an important feature to this manual, a Syllabus, embracing all the important topics included in the leading textbooks in ancient and medieval history, greatly enhances the general value of the book.

THE BUSINESS OF SELLING, by Harold Whitfield, American Book Company, New York. 1923.

A practical work, presenting the principles of salesmanship and methods of their application in a straightforward manner, devoid of theoretical discussion. It should prove a direct and stimulating means toward preparing young men and young women for facing the facts of business life with courage, some fair amount of skill, and a just and generous spirit.

NOTES OF THE SCHOOL AND ITS ALUMNAE

INKLINGS

Well, the long dry spell is over and the quarter's work is well under way. Some members of the faculty journeyed to distant cities for a vacation; others stayed within the confines of our little empire, Rockingham County. Our Waltonites spent a week or so along the banks of the Shenandoah and returned to Harrisonburg much refreshed.

It was well that vacations were enjoyed, because the fall quarter at Harrisonburg, opened up with an enrolment of 530, a 33 percent increase over the fall registration of the previous year. About 70 students are rooming in town off the campus and probably 50 or more are living at their homes in town or in the county. The larger enrolment has made many new problems.

How to make the student body a homogeneous group was a problem that immediately presented itself to the Student Council. The solution arrived at was a week of "Jun-

ior Training," conducted by the council from October 1 to October 12. There was a series of talks in which the ideals, the traditions, and the regulations of the institution were explained to Juniors. Sallie Loving, president of the Student Association, told of what Student Government means; Mrs. W. B. Varner, Social Director, gave a talk on table etiquette; Sue Kelly, president of the Post Graduate Class, advised Juniors as to participation in outside activities; Miss Gertrude Lovell, School Nurse, talked on personal hygiene and incidentally gave a demonstration of how to care for one's room and how to make a bed; Edith Ward, a 1921 graduate, now reentered for post graduate work, talked on "Harrisonburg spirit." Each student was required to learn two school songs, "Blue Stone Hill" and "Old Virginia." At the conclusion of the series a short examination was given to the Juniors.

There had been, the first Thursday night of the session, a Student's Night at which the new girls were welcomed and at which talks were heard by Mrs. R. C. Dingleline, first president of the Student Government Association; Barbara Schwarz, president of the Y. W. C. A.; Susie Geoghegan, editor of the 1924 *Schoolma'am*; Elizabeth Buchanan, president of the Athletic Association; Margaret Gill, president of the Choral Club; and Margaret Ritchie, editor of *The Breeze* and president of Pi Kappa Omega, the student honor society.

But there was to be on Saturday, October 13, a merry celebration in the gymnasium at which the new girls were given an opportunity to show their ability in entertaining their elders. Edna Draper was chairman of the committee of old girls that staged Stunt Night, and the capers through which the new girls were put were many and various. It was announced at the conclusion of the evening that beginning Monday at noon each new girl should appear embellished with a green tie about the neck, complexion *au naturel*, this state to endure until Tuesday at 5 o'clock. Finally came the meeting of the student body, Tuesday night, October 16, at which Sallie Loving, president of Student Government, recommended the new girls and Edna Draper, president of the Degree Class, accepted them on behalf of the old girls. Thus was the Rubicon crossed.